

Re-Reading for Fluency

- | | |
|--|---|
| <input type="checkbox"/> Begin session re-reading a book read recently | <input type="checkbox"/> Teacher models slow reading, if needed |
| <input type="checkbox"/> Timing or graphing student's rate, if useful | <input type="checkbox"/> Teacher offers specific positive feedback |
| <input type="checkbox"/> Book now at independent reading level | <input type="checkbox"/> Student mastered selection in 1-2 days' time |
| <input type="checkbox"/> Teacher models re-reading of day's new text | <input type="checkbox"/> Unless fluency is pressing need, only brief |

Word Work

Instructional match?
Student should need time/help

Moves quickly between
words/activities

Build It

- | | |
|--|---|
| <input type="checkbox"/> Target sounds randomly arranged on board | <input type="checkbox"/> Child says each sound as she moves it |
| <input type="checkbox"/> Teacher asks student to build a word | <input type="checkbox"/> Child segments each sound, after building |
| <input type="checkbox"/> Teacher points to each sound as she says each | <input type="checkbox"/> Child says word blended together at end |
| <input type="checkbox"/> Teacher elaborates on word's meaning | <input type="checkbox"/> Teacher offers feedback, emphasis on sounds |

Switch It

- | | |
|--|---|
| <input type="checkbox"/> Target sounds randomly arranged on board | <input type="checkbox"/> Child says each sound as he moves it |
| <input type="checkbox"/> Teacher stretches out word as she points | <input type="checkbox"/> Beginning child segments each sound, after |
| <input type="checkbox"/> Teacher elaborates on word's meaning | <input type="checkbox"/> Teacher/Child says word at end |
| <input type="checkbox"/> “Switch ____ to ____ . What do you switch?” | <input type="checkbox"/> Teacher offers feedback, emphasis on sounds |

Read It

- | | |
|--|--|
| <input type="checkbox"/> Target word written on board/paper | <input type="checkbox"/> After, teacher/child elaborate on meaning |
| <input type="checkbox"/> “Will you read this word? I'll help.” | <input type="checkbox"/> Child Write & Says each sound as she writes |
| <input type="checkbox"/> Teacher coaches Blend As You Read | <input type="checkbox"/> Child erases each sound as she says each |
| <input type="checkbox"/> Teacher encourages child to copy her, if needed | <input type="checkbox"/> Teacher coaches for letter-sound knowledge and/or phonemic blending |

Guided Oral Reading New Text

- | | |
|---|---|
| <input type="checkbox"/> Teacher briefly intros book | <input type="checkbox"/> Teachers monitors & scaffolds comprehension |
| <input type="checkbox"/> Book challenging for students | <input type="checkbox"/> Teacher slips in 1+ comprehension strategies |
| <input type="checkbox"/> Children take turns reading aloud | <input type="checkbox"/> *Summarizing |
| <input type="checkbox"/> Students engaged with text | <input type="checkbox"/> Making connections |
| <input type="checkbox"/> Teacher offers word-level feedback | <input type="checkbox"/> Making inferences |
| <input type="checkbox"/> *Phonemic feedback | <input type="checkbox"/> Teacher asks for a response at end |
| <input type="checkbox"/> *Phonics knowledge feedback | <input type="checkbox"/> *Summarizing |
| <input type="checkbox"/> Blending or flexing strategy feedback | <input type="checkbox"/> Personal response or other |
| <input type="checkbox"/> Using context feedback | |
| <input type="checkbox"/> Directions to Extend Most Pressing Need? | |

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Word Work

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Switch It

- | | |
|---|---|
| <input type="checkbox"/> Target sounds randomly arranged on board | <input type="checkbox"/> Child says each sound as he moves it |
| <input type="checkbox"/> Teacher stretches out word as she points, at 1st | <input type="checkbox"/> Beginning child segments each sound, after |
| <input type="checkbox"/> Teacher elaborates on word's meaning | <input type="checkbox"/> Teacher/child says word at end |
| <input type="checkbox"/> “Switch _____ to _____. What do you switch?” | <input type="checkbox"/> Teacher offers feedback, emphasis on sounds |

Read It

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|--|--|
| <input type="checkbox"/> Target word written on board/paper | <input type="checkbox"/> After, teacher/child elaborate on meaning |
| <input type="checkbox"/> “Will you read this word? I'll help.” | <input type="checkbox"/> Child Write & Says each sound as she writes |
| <input type="checkbox"/> Teacher coaches Blend As You Read | <input type="checkbox"/> Child erases each sound as she says each |
| <input type="checkbox"/> Teacher encourages child to copy her, if needed | <input type="checkbox"/> Teacher coaches for letter-sound knowledge and/or phonemic blending |

Sort It

- Targets written on paper/board; sound bolded
- Same checklist as Read It, except for erasing
- Intros/**Reviews** target sound & Key Sentence
- “Which column matches that spelling?”
- Student sorts each spelling on his own

Write It

- Teacher dictates word/sentence, related to target sound; student Writes & Says
- Teacher coaches first for phonemic errors
- Teacher writes correct spellings of just missed letter-sounds on a board
- Student erases each sounds as he says each

Guided Oral Reading

Search for the Sound? (Mark just spelling of target sound words in some way.)

- | | |
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| <input type="checkbox"/> Book challenging for students | <input type="checkbox"/> Teacher slips in 1+ comprehension strategies |
| <input type="checkbox"/> Children take turns reading aloud | <input type="checkbox"/> *Summarizing |
| <input type="checkbox"/> Students engaged with text | <input type="checkbox"/> Making connections |
| <input type="checkbox"/> Teacher offers word-level feedback | <input type="checkbox"/> Making inferences |
| <input type="checkbox"/> *Phonemic feedback | <input type="checkbox"/> Teacher asks for a response at end |
| <input type="checkbox"/> *Phonics knowledge feedback | <input type="checkbox"/> *Summarizing |
| <input type="checkbox"/> Blending or flexing strategy feedback | <input type="checkbox"/> Personal response or other |
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| <input type="checkbox"/> Teacher stretches out word as she points, at 1st | <input type="checkbox"/> Beginning child segments each sound, after |
| <input type="checkbox"/> Teacher elaborates on word's meaning | <input type="checkbox"/> Teacher or child says word at end |
| <input type="checkbox"/> “Switch _____ to _____. What do you switch?” | <input type="checkbox"/> Teacher offers feedback, emphasis on sounds |

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Write It

- Teacher dictates word/sentence, related to target sound; student Write & Says
- Teacher coaches first for phonemic errors
- Teacher writes correct spellings of just missed letter-sounds on a board
- Student erases each sound as he says each

Read It—MS Words

- | | |
|--|---|
| <input type="checkbox"/> Word written on board/paper, possibly chunked | <input type="checkbox"/> Teacher elaborates on word's meaning |
| <input type="checkbox"/> Teacher coaches Blend As You Read by chunks | <input type="checkbox"/> Teacher corrects 1 error at a time |
| <input type="checkbox"/> Teacher covers up chunks, if needed | <input type="checkbox"/> 1 st – Phonemic errors or chunking errors |
| <input type="checkbox"/> Teacher coaches Flex It strategy, if needed | <input type="checkbox"/> 2 nd Phonics knowledge |

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